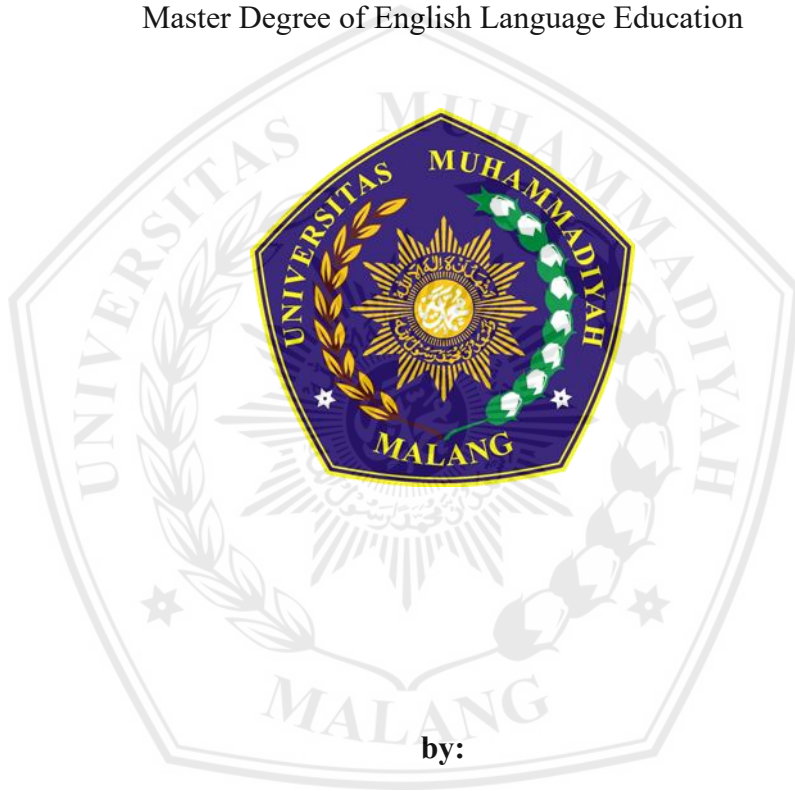


**TEACHING STYLES OF FOREIGN AND LOCAL TEACHERS AT  
SPEAKING CLASS OF ENGLISH DEPARTMENT IN UMM**

**THESIS**

In partial fulfillment of the requirement for  
Master Degree of English Language Education



by:

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**April 2020**

**TEACHING STYLES OF FOREIGN AND LOCAL TEACHERS AT  
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Proposed by:

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Has been accepted on

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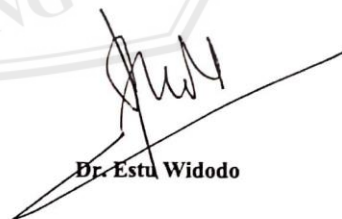
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Has been examined in front of examiners  
on **Thursday, 16 April 2020** and decided that  
it has fulfilled the requirements to get  
Master Degree of English Language Education  
in Postgraduate Program of University of Muhammadiyah Malang

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## LETTER OF STATEMENT

**I, undersigned:**

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Study Program : S-2 English Language Education

Hereby declare that:

1. The thesis entitled: TEACHING STYLES OF FOREIGN AND LOCAL TEACHERS AT SPEAKING CLASS OF ENGLISH DEPARTMENT IN UMM is my original work and contains no one scientific paper that may be proposed to achieve an academic degree at my university. Besides, there is no other's idea or citation except those which have been quoted and mentioned in bibliography.
2. If this thesis is proven as form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting **THE CANCELATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by prevailing law.
3. This thesis can be used for literature review which can be accessed by other freely (**NON EXCLUSIVE ROYALTY**)

Thus, this statement is made truthfully to be used as appropriate.

Malang, 16 April 2020

The writer



Lailya Septy Amalyah

# **TEACHING STYLES OF FOREIGN AND LOCAL TEACHERS AT SPEAKING CLASS OF ENGLISH DEPARTMENT IN UMM**

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## **ABSTRACT**

Teaching style is one of important factor in teaching learning process. The teaching style used by the teacher will affect the classroom activities and classroom management. There are two types of English teacher; foreign teacher and local teacher who have the different background of study, life experience and culture. It sometimes shows that foreign teacher and local teacher have different characteristics and attitude in teaching. The argument above lead the researcher to know whether foreign and local teachers have the similar or difference styles in teaching speaking skill. The problems in this study are: 1) What teaching styles do foreign and local teachers use in teaching speaking at English Department in UMM? 2) What are the similarities and differences of teaching styles used by foreign and local teachers?

In this study, the researcher used qualitative design. In attempt to explore the finding, the researcher used two research instruments: observation and interview. The research subjects are one foreign teacher and one local teacher who teach in speaking class of English Department in UMM.

The result of this study show that the teaching styles used by foreign teacher are: formal authority, facilitator and delegator. She uses one teacher-centered teaching style and two student-center teaching styles. The advantages of teaching styles used by the foreign teacher are activities in the class show the students speak more and they do more tasks in the class. The disadvantage is sometimes the class become noisy and indiscipline. Teaching styles used by local teacher are: expert, personal model, and facilitator. He uses two teacher-centered teaching styles and one student-centered teaching style. The advantages of teaching styles used by the local teacher are the students understand the material in depth because the teacher gives detail explanation and the politeness in class can be controlled. The disadvantage is students' speaking activities are less.

*Keywords: (Teaching style, Foreign and Local Teachers)*

Lailya Septy Amalyah, 2020. Gaya Mengajar Guru Asing dan Lokal di Kelas Berbicara di Jurusan Pendidikan Bahasa Inggris UMM. Tesis. Program Pascasarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Dosen Pembimbing: 1. Dr. Sudiran 2. Dr. Hartono

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## ABSTRAK

Gaya mengajar adalah salah satu faktor penting dalam proses belajar mengajar. Gaya mengajar yang digunakan oleh guru akan mempengaruhi kegiatan kelas dan manajemen kelas. Ada dua jenis guru bahasa Inggris; guru asing dan guru lokal yang memiliki latar belakang studi, pengalaman hidup dan budaya yang berbeda. Kadang-kadang menunjukkan bahwa guru asing dan guru lokal memiliki karakteristik dan sikap yang berbeda dalam mengajar. Argumen di atas mengarahkan peneliti untuk mengetahui apakah guru asing dan lokal memiliki gaya yang sama atau berbeda dalam mengajar keterampilan berbicara. Masalah dalam penelitian ini adalah: 1) Gaya mengajar apa yang digunakan guru asing dan lokal dalam mengajar berbicara di Jurusan Bahasa Inggris di UMM? 2) Apa persamaan dan perbedaan gaya mengajar yang digunakan oleh guru asing dan lokal?

Dalam penelitian ini, peneliti menggunakan desain kualitatif. Dalam upaya untuk mengeksplorasi temuan, peneliti menggunakan dua instrumen penelitian: observasi dan wawancara. Subjek penelitian adalah satu guru asing dan satu guru lokal yang mengajar di kelas berbicara Bahasa Inggris di UMM.

Hasil penelitian ini menunjukkan bahwa gaya mengajar yang digunakan oleh guru asing adalah: otoritas formal, fasilitator dan delegator. Dia menggunakan satu gaya pengajaran yang berpusat pada guru dan dua gaya pengajaran yang berpusat pada siswa. Keuntungan dari gaya mengajar yang digunakan oleh guru asing adalah kegiatan di kelas menunjukkan siswa berbicara lebih banyak dan mereka melakukan lebih banyak tugas di kelas. Kerugiannya adalah terkadang kelas menjadi berisik dan tidak disiplin. Gaya mengajar yang digunakan oleh guru lokal adalah: ahli, model pribadi, dan fasilitator. Dia menggunakan dua gaya pengajaran yang berpusat pada guru dan satu gaya mengajar yang berpusat pada siswa. Kelebihan gaya mengajar yang digunakan oleh guru lokal adalah siswa memahami materi secara mendalam karena guru memberikan penjelasan detail dan kesopanan di kelas dapat dikendalikan. Kerugiannya adalah kegiatan berbicara siswa kurang.

*Kata kunci: (Gaya Mengajar, Guru Asing dan Lokal)*

## ACKNOWLEDGEMENTS

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## MOTTO AND DEDICATION

Motto:

Life is like the tunnel; you cannot always see the light at the end.  
But if you keep moving, you may come to a better place  
(Uncle Iroh, Avatar the legend of Aang)

Dedication:

I present this thesis special for

My parents,  
My husband and daughter,  
My family and friends.



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## INTRODUCTION

Speaking is the most important of the four language skills in second language learning and teaching because students nowadays perceive communication with others as being so important and they realize the fact that this may open more opportunities for them to get acquainted with different culture (Kardwish, 2016). Al Nakhalah (2016) stated that the main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language. To achieve the objective of teaching speaking the teacher must guide the students to have communicative competence.

Despite of the importance of speaking skill, Ur (in Sinatra, 2010) states that some fundamental problems that appear in speaking class include inhibition, complete silent, and low participation. Learners often fell afraid to say things in a foreign language classroom. They are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

The solution of problems faced in teaching speaking will help students to have better ability in using English actively. According to Fayombo (2015) in the previous research, teaching styles in tertiary learners' second language acquisition can effectively improve students' achievement, motivation, and attitudes toward learning. In short, applying teaching style in learning speaking is one of the solution of teaching speaking difficulty.

The importance of teaching style stated by Patanathabutr (2008), teachers' teaching styles are effected factors of student learning ability in the educational system. It refers to the actions of a real live teacher designed to impart learning to the student. Larenas at. al (2010) also argued that the style a teacher possesses is an essential aspect to better understand the teaching and learning process and it is important for educators to have an overview of their own teaching styles in order to help them becoming more aware of the way they teach and to self-reflect on their own teaching. The previous research about teaching style conducted by Larenas at. al (2010) show that the more predominant teaching style in the state

school sector is 'Facilitator' while in private school sector the predominant teaching style is 'Formal authority'.

The problem in applying teaching style found in the previous research conducted by Putri (2017) shown the negative side of the use of Teacher-Centered style. The teacher's authority in managing students create a rigid and less flexible situation. On the other hand, the negative side of Student-Centered style based on Grasha (2010) as cited in Putri (2017) it requires a long time in order to create effective learning process also it may misread students' readiness for independent works.

There are two types of English teacher; foreign teacher who lives (since birth or child) abroad and local teacher who spend his/her life in Indonesia. Both teachers have the different background of study, life experience and culture. It sometimes shows that foreign teacher and local teacher have different characteristics and attitude in teaching. Previous study about foreign teacher conducted by Wang (2011) found that foreign teacher in Jiaying University faced some problems caused passive behavior of students in class, because their cultural and educational environment put a teacher as authority not a facilitator. It means their previous or local teacher used teacher-centered approach while the foreign teacher prefer student-centered approach. The argument above lead the researcher to know whether foreign and local teachers have the similar or difference styles in teaching speaking skill. The difference of this study and the previous researches is this study focus on speaking skill that taught by foreign and local teachers. In this study, the researcher is interested in investigating the research under the title: Teaching Styles of Foreign and Local Teachers at Speaking Class of English Department in University of Muhammadiyah Malang.

### **Statements of the Problems**

The statements of problems in this study are as follows:

1. What teaching styles do foreign and local teachers use in teaching speaking at English Department in UMM?

2. What are the similarities and differences of teaching styles used by foreign and local teachers?

## THE REVIEW OF LITERATURE

### Teaching Style

Teaching style refers to the combination of teachers personal behaviour, personality trait, qualities, value, beliefs and attitude towards the class or the students during the teaching and learning process. Each teacher has own teaching style that can show his or her characteristics. Grasha (2002) defined that teaching style is a pattern of needs, beliefs, and behaviours displayed in the classroom. Teaching styles represent those enduring personal qualities and behaviours that appear in how we conduct our classes.

Brown (2007) argued the teaching style that teacher uses affect creating a positive classroom climate, stimulating, energizing, and effective for language learning. So, teaching style is important in teaching speaking because using the appropriate teaching style will give good effect for the activities in the classroom.

Moreover, according to Grasha (2002:154), there are five types of teaching style, three of them are teacher centered approach, they are: expert, formal authority, and personal model. The other two are students centered approach, there are: facilitator and delegator. They are presented as follows:

1. **Expert**, the teachers with expert style are concerned about material delivery which they are well mastered based on students need. They are very knowledgeable in teaching subject matter and they ensure students are ready to receive lessons.
2. **Formal authority**, this teaching style is an instructor-centered approach where teachers are responsible for providing and controlling the flow of content. The teachers with formal authority style are the center of the class who emphasize on acceptable standard, provide positive and negative feedback. They establish learning goals for

students, and supervise students toward standard practices and procedures.

3. **Personal model**, this type is also an instructor-centered approach where the instructor demonstrates the skills that students are expected to learn. The teachers with personal model style act in a way that establish a model for students' thinking and behavior. They as role model encourage students to observe and use what seem effective in a teachers' point of view.
4. **Facilitator**, this type of teaching style emphasizes on the teacher-student interaction. By asking questions, developing options, and help student to make choice. The ultimate goal is to develop the capacity for independent action, initiative, and responsibility in students. The instructor typically designs group activities which require active learning, student-to-student collaboration and problem-solving.
5. **Delegator**, the teachers are concerned with developing students to work independently on projects or as part of autonomous teams in the class. They act as resources are available when students need help.

### **Speaking Skill**

Speaking skill is the ability to express the idea through spoken form. As Fulcher said in 2003, speaking is verbal use of language to communicate with other. Speaking skill is important in learning foreign language because it will help student in global era that communicative ability is needed in daily life interaction. Richards and Renandya (2002: 204) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

### **The Concept of Teaching Speaking**

Nurbatra (2005) said that teaching speaking is vital to the act of expressing oneself to be understood by others. It conveys the sense of exposing the students to express their thought, ideas, and feelings. It is considered important in term of the teaching of language since it can bring the students to think creatively and express the ideas with communicative ways.

Febriyanti (in Rohmaiya, 2018) stated “ In mastering the speaking skill, the teachers must train the students with a certain degree of accuracy and fluency in understanding, responding, and expressing their idea in the target language”. The goal of teaching speaking is communicative efficiency, the students must be able to make the listeners understand and receive the informations and give responds appropriately.

### **Foreign Teachers’ vs Local Teachers’ Teaching Styles**

Some studies below show the teaching styles used by foreign teachers and local teachers. There are some similarity and differences between them. In the study conducted by Pollocks (2009) show that the foreign teachers use four teaching styles. There are: expert, formal authority, personal model, and facilitator. In the other hand, research conducted by Ningrum (2009) shown the teaching styles used by local teacher, there are: facilitator, formal authority, and personal model.

## **RESEARCH METHODOLOGY**

### **Research Design**

In this study, the researcher used qualitative research design. According to Ary et al. (2006) qualitative research provided rich verbal description of setting, situation, and participants and focused on understanding social phenomenon. Based the explanation, the phenomena in this study were the kinds of teaching styles used by foreign and local teachers in speaking class at UMM.

### **Research Subjects**

Foreign teacher and local teacher had the different background of study, mother tongue, and culture that made both of teacher had different characteristics and attitude in teaching. Based on the reason above, the writer interested in the research about foreign and local teachers. The subjects were one foreign teacher and one local teacher who taught in speaking classes at UMM. In speaking classes at UMM, some classes taught by foreign teachers, and other classes taught by local teachers.

The researcher gained the data from both teachers. Local teacher was the Indonesian citizen who teaches at English Department in UMM. Foreign teacher came from Ukraine who joined internship program in UMM. Both of teachers had the same criteria: both of them was graduated from master degree programs and both of them taught in third semester.

### **Research Instruments**

The instruments used in this research were the combination of observation and interview. In the observation, the researcher came to area regarded as beneficent ones in exploring the data. However, the researcher only focused on teaching styles at speaking classes in third semester, because those classes were taught by both foreign and local teachers.

Moreover, the researcher used semi structured interview. Semi structured interview in which the area of interest was choosen and questions are formulated, but the interviewew might modify the format or questions during the interview process (Ary et al., 2006).

### **Data Analysis**

The data from observation and interview about teachers' teaching styles were analyzed as following steps: (1) Classified the colected data into teaching styles used by foreign teacher and the teaching styles used by local teacher. (2) Analyzed the classified data about teaching style used by foreign teacher. (3) Analyzed the classified data about teaching style used by local teacher. (4) Compared the differences of teaching styles that used by foreign and local teachers. (5) Drawed conclusion based on the data analyzed.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

This section presents the findings of the research are discussed in accordance with statement of the problems stated in Chapter 1: the teaching styles used by foreign and local teachers at speaking class of English Department in

UMM and the similarities and differences of teaching styles used by both of teachers. The answer of each questions will be described at the following sections, the result of the data analysis is presented in detail as follows.

### **Foreign Teacher's Teaching Styles**

From the observation, the writer found that the teaching styles used by foreign teacher in speaking class are **formal authority, facilitator, and delegator**. Grasha (2002) stated **formal authority** teaching style has several characteristics, there are: the flow of activities are well structured, teacher gives direct feedback, and establishing learning goals. On interview session, foreign teacher said:

"Formal authority style used by me when I just showed the presentation about my country and its culture and when I give a list of unknown words used during the meetings with students to learn them for a quiz" (FT).

Moreover, **facilitator** teaching style according to Grasha has the characteristics there are: require the students participation in every activities, always make small group discussion, and focus to students centered in teaching learning process (2002). The foreign teacher always direct students with questions (relates the material with students' real life) and try to make good relationship with her students.

On interview session, foreign teacher said:

"The facilitator teaching style is an activity-based style, which encourages self-learning and promotes self-discovery. Classes base on activities and make everyone to be involved and focused. Such classes are not boring because students never know how one or another activity can turn. Group activities force students to collaborate with other students, to discover more about their group mates, to learn from their colleagues, to share responsibilities, to delegate, and to support each other when you have to perform as one team. The teacher, while using this style is performing her/himself as an architect. She/he provides the basis and explains the assignment requirements but the rest depends on students. I like this style for the personal nature of teacher-student interactions and that I am as a teacher trying to help the student to understand her or his strong and weak sides, to encourage them and support as much as possible" (FT).



Moreover, the foreign teacher explains the advantage of using facilitator teaching style:

” The advantage of this style is that during the meeting time the class becomes like a little community, where everyone is connected. This style focuses on student’s needs and goals and helps to develop the best skills and to understand the weakest. It concentrates on making students be independent, initiative, and creative” (FT).

Then, the foreign teacher also finds the difficulty in applying facilitator teaching style, she said:

“The difficulty of applying this style is that interaction with individual students is not easy in a large classroom setting. Moreover, it requires a lot of energy and creativity from the teacher. The teacher also should know about the line between being friendly with students, making the environment the most relaxed and being still strict when students are too much at ease. Also, some students may not like group works or have not good relations with their classmates, so implementing this style will make them feel uncomfortable” (FT).

Then, foreign teacher also stated: “The delegator style sometimes is also used, depends on task configuration”. **Delegator** teaching style characteristics also described by Grasha (2002) the teacher is concerned with developing students’ capacity and teacher acts as resources when students need help. Those characteristic are found in foreign teacher teaching style.

In addition, the foreign teacher stated some criteria of good teaching style, there are: (1) Students are not getting bored with a teacher and topic presented. (2) The learning proses looks like a game, always interesting and at the same time challenging. Easy going and relaxed atmosphere. (3) Students encouraged in contacts and working together; reciprocity and cooperation is built among them. (4) Respecting diverse talents and ways of learning. (5) Good improvisation and sense of humor. (6) Students are learning from the teacher and each other. (7) Giving feedback to students’ performance and being attentive to all their

questions, interests (8) Not showing more interest to few students but to everyone, supporting the shyest one, giving confidence to everyone.

### **Local Teacher's Teaching Styles**

From the observation, the writer found that the teaching styles used by local teacher in speaking class are **expert, personal model, and facilitator**.

On interview session, the local teacher said:

“There have been two major styles a teacher might perform upon teaching: teacher-centered and student-centered. Those two are, for me personally, inseparable. One style is not to be alienating the other one. I believe that both are wise to be implemented provided that a teacher can take the most out of each of which. Therefore, I would say that the combination of both teacher- and student-centered styles has fitted me so far” (LT).

Grasha (2002) stated **expert** teaching style has several characteristics, there are: teacher plays the dominant role in the classroom and he delivering the material with more explanation in front of class. On the first until third observation the local teacher explains the material in detail to make students understand about the topic.

Then, **personal model** teaching style's characteristics are: teacher guides by showing how to do things and models the lesson objectives and actively maintains students on task involvement (Grasha, 2002). The local teacher gives the reason why he uses personal model teaching style:

“I am acting as a personal model in speaking class as I know that my own capacity, knowledge, expertise, and experiences in speaking have set me to this certain ability to speak in English. My students are to be exposed to English modeling from various sources (media), not excluding “me” as the role model in the class. It sounds fair that when I am assigning my students to perform certain tasks, then I am also showing them my own way of performing so, and thus they have ample inputs on how to modify, adapt, and perform on their own” (LT).

The last, according to Grasha (2002) **facilitator** teaching style has several characteristics in teaching learning process such as: emphasize the personal nature

of teacher-student interaction and work with students on consultative and tried to provide as much support and encouragement as possible. The local teacher said:

"I believe that as an English teacher for my 21<sup>st</sup> century students, designing student-centered activities is pivotal. By that, I could facilitate my students to be independent learners when making choices and solving problems. Of course, as an instructor in speaking class, I should still play my control over my students' independent works so as to provide them with consultative facilitations in case they need supervisory" (LT).

Moreover, the foreign teacher explains the advantage of using facilitator teaching style: "The advantage of using the teaching styles is: giving more rooms for students to be independent, well-modelled, but still under control and supervisory to achieve".

The local teacher also finds the challenge in applying facilitator teaching style, he said: "I am challenged to design classroom activities that are engaging and triggering my students' creativity when completing tasks at hands". Finally, the local teacher also stated some criteria of good teaching style, he said: "A good teaching style is a style that meets the students' learning style and their current world. Teaching should be up-to-date and fun".

## The Similarity and Diversities of Foreign and Local Teachers' Teaching

### Styles

The Similarity	
Foreign Teacher	Local Teacher
Facilitator	Facilitator

The Diversities	
Foreign Teacher	Local Teacher
Formal Authority Delegator	Expert Personal Model

The similarity of foreign and local teacher is both of them use facilitator teaching style. The diversities are: the foreign teacher uses formal authority and delegator teaching styles, while local teacher uses expert and personal model teaching styles. The teaching styles used by foreign and local teachers have different effects for the class activities. The activities in the classes taught by both of teachers will be presented as follows:

### a. Activities in the Foreign Teacher's Class

**First observation** (November, 5<sup>th</sup> 2019/ Morning class)



Figure 1. The student practice in front of class

The figure 1 above explains that the student practice in front of class. At the beginning of the class the foreign teacher asks all the students to practice tongue twisters in front of the class. Tongue twisters are phrases or sentences which are hard to speak fast, usually because of alliteration or a sequence of words with very similar sounds.



Figure 2. Groups discussion

The figure 2 shows that the teacher divides students into two groups, then she asks them to browse two different news from online media under the topic of “Environment damage due to human”. Then, the students should find detail information by adapting the concept 5W+1H (what, who, when, where, why, and how). The last activity is presenting the result of discussion.

**Second observation** (November, 12<sup>nd</sup> 2019/ Morning class)



Figure 3. The teacher distributes the cards.

The figure 3 states that the teacher distributes the cards. At the beginning of the class the foreign teacher gives one card to each student. The students must write 3 facts that included 2 true facts and 1 lie fact, then they must read those 3 facts in front of class. After that, their friends try to guess the lie fact.



Figure 4. The students practice in front of class

The figure 4 describes that the next activity is practicing the conversation about invitation of family dinner, birthday party, and wedding party. The students make groups to practice in front of class.





Figure 5. The students listen to the song

The figure 5 shows that the last activity is listening to the song entitled New York, New York. The teacher gives the lyric of the song with some missing words, then she plays the music. The students need to complete the lyric by listen to the song.

**Third observation** (November, 14<sup>th</sup> 2019/ Afternoon class)



Figure 6. The students practice in front of class

The figure 6 tells that the students practice the expressions to initiate conversation; to elicit guests' feeling and wishes for the event. The example of the expressions are written in their learning books.



Figure 7. The teacher gives example of mind mapping

The figure 7 explains that the next activity is making mind map, the teacher invites students to make example of mind mapping related to the material (birthday party). At the moment the teacher also explains the culture in Europe about celebrating birthday party, then she asks the students about Indonesian culture in celebrating it.



Figure 8. The students retell the main idea in the paragraphs

The figure 8 shows that the last activity is retelling the main idea in the paragraph about birthday surprise ideas. The students read the paragraph in their books first, then they retell with their own words. For the next meeting, the teacher asks students to write their horror experiences or review of horror movie. So, the activity on next meeting is story telling.

From those activities in foreign teacher's class, the researcher conclude that the foreign teacher's class dominated by students. The students-centered activities more than teacher-centered activities. The teacher controls the flow of content and give positive or negative feedback on students' speaking practices.



## b. Activities in the Local Teacher's Class

**First observation** (November, 15<sup>th</sup> 2019/ Afternoon class)



Figure 1. The teacher explains the material

Figure 1 explains that at the beginning of the class the local teacher gives detail explanation about the polite and impolite expression. The teacher also relates the material with students' real life.



Figure 2. Groups discussion

On the figure 2 shows that the next activity is grouping. Students are divided into three groups to discuss about birthday surprises. One group discuss about prank, and the others about cards and gifts. On the last of time each group presenting their ideas.

**Second observation** (November, 19<sup>th</sup> 2019/ Morning class)



Figure 3. The students read the poem

Figure 3 explains that the students read the poem. The students divided into five groups and make poem about: self-regret, love triangle, unrequited love, love at the first sight, and friend zone. Then, one by one of each group read the poem alternately.



Figure 4. The teacher explains the material

The figure 4 shows that the teacher explains the material about expressions of agreement and disagreement. The teacher gives examples based on daily life situations.

**Third observation** (November, 22<sup>nd</sup> 2019/ Afternoon class)



Figure 5. The teacher explains the common words used in vlog

The figure 5 stated that in the beginning of class, the teacher explains the common vocabularies used in vlog. The topic of the day is about social media, so the teacher asks students to make scenario of vlog in groups.



Figure 6. Groups discussion

Figure 6 shows that the teacher monitors each group. He asks them to discuss in group what they will do and help them when they find difficulty.

From those activities in local teacher's class, the researcher conclude that the local teacher's class dominated by the teacher. The teacher concerns on material delivery that he is well mastered based on students' need. However, sometimes he uses students-centered activities in the class.

## 4.2 Discussion

The meaning obtained from finding can be said that teaching styles used by the foreign teacher are: formal authority, facilitator and delegator. She uses one teacher-centered teaching style and two student-centered teaching styles. The advantages of teaching styles used by the foreign teacher are activities in the class show the students speak more and they do more tasks in the class. The disadvantage is sometimes the class become noisy and indiscipline.

In the other hand, teaching styles used by the local teacher are: expert, personal model, and facilitator. He uses two teacher-centered teaching styles and one student-centered teaching style. The advantages of teaching styles used by the local teacher are the students understand the material in depth because the teacher gives detail explanation and the politeness in class can be controlled. The disadvantage is students' speaking activities are less.

The result of this study has similarity and difference with the previous research about teaching styles conducted by Putri (2017). The similarity is the previous finding shown the two teachers studied used different teaching styles that effect the learning process. The difference result is the previous research only found two kinds of teaching styles, one teacher used demonstrator (personal model) that was included in teacher-centered teaching style and the other teacher used facilitator was included in student-centered teaching style.

Furthermore, Putri (2017) stated each teaching style that used by the teachers has positive and negative side. The positive side of teacher-centered the students understand the material because the teacher delivers the material totally, but the negative side of the use of teacher-centered style is the teacher create a rigid and less flexible situation. On the other hand, the positive side of student-centered is the students are more communicative and the critical thinking of the students can improved, but the negative side of student-centered style is it requires a long time in order to create effective learning process.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the findings, it can be concluded that the teaching styles used by foreign and local teachers have different effects on the class activities. The output of the teaching-learning process also has significant differences.

Teaching styles used by foreign teacher are: formal authority, facilitator and delegator. She uses one teacher-centered teaching style and two student-center teaching styles. The advantages of teaching styles used by the foreign teacher are activities in the class show the students speak more and they do more tasks in the class. The disadvantage is sometimes the class become noisy and indiscipline.

Teaching styles used by local teacher are: expert, personal model, and facilitator. He uses two teacher-centered teaching styles and one student-centered teaching style. The advantages of teaching styles used by the local teacher are the students understand the material in depth because the teacher gives detail explanation and the politeness in class can be controlled. The disadvantage is students' speaking activities are less.

### **Suggestion**

The researcher hopes this thesis can increase the students' comprehension about teaching styles and understand more the characteristics of all the teaching styles. Moreover, the other teachers can apply the teaching styles used by foreign or local teachers in teaching speaking depends on the situation or material to be taught in the class because they have some advantages and disadvantages. Then, this study can be a reference to support the theory of follower researcher who focuses on the similar field about teaching styles in language education.



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